DOCUMENT RESUME

ED 403 030 PS 024 910

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TITLE Developmentally Appropriate Practice in "Real Life": Stories of Teacher Practical Knowledge.
REPORT NO ISBN-0-8077-3442-X
PUB DATE 95
NOTE 160p.
AVAILABLE FROM Teachers College Press, P.O. Box 20, Williston, VT 05495-0020; phone: 800-575-6566; fax: 802-864-7626 ($17.95).
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS Case Studies; Child Caregivers; Classroom Environment; *Day Care; Early Childhood Education; *Knowledge Base for Teaching; *Preschool Teachers; Teacher Attitudes; Teacher Characteristics; Teacher Student Relationship; Teaching Methods; Teaching Skills; *Teaching Styles; Theory Practice Relationship
IDENTIFIERS Child Centered Education; *Developmentally Appropriate Programs; *Practical Knowledge; Teacher Centered Instruction

ABSTRACT

Based on observations, interviews, and review of videotapes with teachers, this book examines why developmentally appropriate practice is difficult to construct in early childhood settings. It focuses particularly on some teachers' simultaneous allegiance to two contradictory frameworks of practice, termed developmentally appropriate practice and teacher dominion. The book is organized in three sections consisting of an introductory chapter, five case study chapters, and three chapters addressing issues common to all teachers. The introductory chapter describes the two central frameworks under consideration--teacher dominion and developmentally appropriate practice--and provides conceptual background on the concept of teacher practical knowledge. It also discusses two essential processes in the formation of teacher practical knowledge: scripts for action and reflection-in/on-action in daily work. Each of the next five chapters offers the story of one teacher, with regard to the two frameworks under discussion. Chapter 7 outlines six features of developmentally appropriate practice that were unfamiliar, in differing degrees, to several of the teachers, and indicates what they thought of them. Chapter 8 discusses scripts for action in teaching and how reflection-in/on-action breaks these open, with examples of each. The final chapter discusses criticisms of developmentally appropriate practice and sets the frameworks and teachers' negotiations of these in the notion of public and private domains of experience. Contains over 100 references. (TJQ)

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